



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

201 Park Ave., Prescott, AZ 86303

Prescott Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Frank Lawhead
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
Web Address : www.prescottschools.com/lincoln/lincoln_index.htm
Phone Number : (928) 717-3249
Fax Number : (928) 717-3248
E-mail : frank.lawhead@prescottschools.com

Mission

We are dedicated to serving children by creating a caring environment. We help children acquire responsible citizenship skills. Our mission can best be achieved by students, parents, and staff working together in a spirit of cooperation and dedication.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ☐ Enhance academic excellence by continuing the Title 1 reading and math targeted assistance program.
- ☐ Complete teacher performance goals as provided by 301 legislation.

Enrollment

October 1, 2005 School Year Student Enrollment : 322
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- Ü All-day Kindergarten
- Ü Computers
- Ü Gifted
- Ü ELL; English Immersion
- Ü Title 1 Reading
- Ü Title 1 Math

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is our responsibility to provide an appropriate educational environment, safe and free from harmful substances. Our goal is to enhance student learning and to communicate regularly with parents to provide a team effort between home and school.

Parents

It is the responsibility of parents to provide care, nurturing and necessities for their child's well-being. Parental support is the backbone of our student discipline system.

Transportation Policy

The district will transport elementary students who live more than a one-mile radius from school. Students waiting at bus loading zones (other than school sites) are the responsibility of parents. Misconduct can lead to loss of bus privileges.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü County Outstanding School Nurse Award	2000
Ü 100% PTA Membership; 100% PTA Staff Membership Awards	2002
Ü AZ Support Staff of the Year	2002
Ü AZ Support Staff of the Year	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	385	80010	98	98	99	454	465	447	9	4	10	12	10	18	58	59	53	21	27	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	188	38935	96	97	99	473	464	447	NA	5	9	13	10	19	54	60	55	33	26	17
Male	33	197	40974	100	98	98	440	465	448	15	3	11	12	10	18	61	58	52	12	29	19
African American	--	NC	4201	--	NC	99	--	NC	430	--	NC	17	--	NC	23	--	NC	51	--	NC	9
Hispanic	11	61	34545	100	100	99	411	437	432	36	15	14	18	15	24	45	64	53	NA	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	10	3979	NC	77	96	NC	NA	424	NC	NA	17	NC	NA	30	NC	NA	47	NC	NA	6
White	45	307	35142	98	98	99	466	470	465	2	2	5	9	8	11	62	59	56	27	31	28
Students with Disabilities	14	56	10161	100	88	93	427	438	419	29	13	28	21	16	28	50	66	36	NA	5	8
Students without Disabilities	43	329	69849	98	100	100	463	469	451	2	2	7	9	9	17	60	58	56	28	31	19
Limited English Proficient Students	NC	16	14013	NC	100	97	NC	406	413	NC	31	24	NC	13	34	NC	56	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	50	39029	NC	94	98	NC	449	432	NC	10	14	NC	10	25	NC	66	52	NC	14	9
Non-Economically Disadvantaged	53	335	40981	100	98	100	454	467	462	9	3	6	13	10	13	55	58	54	23	29	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	378	79438	98	96	98	463	472	451	7	4	9	12	13	24	63	64	56	18	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	187	38775	96	97	99	480	475	457	NA	5	7	13	12	22	63	63	58	25	20	13
Male	33	191	40560	100	95	97	452	469	446	12	4	12	12	15	25	64	65	54	12	16	9
African American	--	NC	4178	--	NC	98	--	NC	439	--	NC	13	--	NC	29	--	NC	52	--	NC	6
Hispanic	11	59	34297	100	97	98	422	439	434	18	14	14	27	31	31	55	49	50	NA	7	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	10	3940	NC	77	95	NC	NA	429	NC	NA	14	NC	NA	36	NC	NA	47	NC	NA	3
White	45	302	34887	98	97	98	473	478	471	4	3	4	9	10	15	64	67	63	22	20	18
Students with Disabilities	14	50	9588	100	78	88	430	435	416	29	18	30	14	20	32	50	60	34	7	2	5
Students without Disabilities	43	328	69850	98	99	100	474	477	456	NA	2	7	12	12	23	67	65	59	21	20	12
Limited English Proficient Students	NC	15	13856	NC	94	96	NC	395	407	NC	47	27	NC	33	43	NC	20	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	49	38685	NC	92	97	NC	452	435	NC	10	14	NC	20	32	NC	59	50	NC	10	5
Non-Economically Disadvantaged	53	329	40753	100	96	99	463	475	467	8	4	5	13	12	16	60	65	62	19	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	378	79971	98	96	99	431	447	423	5	4	8	37	28	41	58	63	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	187	38974	96	97	99	457	463	437	NA	3	5	21	16	33	79	73	57	NA	9	4
Male	33	191	40895	100	95	98	413	431	410	9	5	10	48	40	47	42	53	41	NA	2	2
African American	--	NC	4203	--	NC	99	--	NC	411	--	NC	11	--	NC	45	--	NC	43	--	NC	2
Hispanic	11	58	34481	100	95	99	385	413	410	27	14	10	55	47	46	18	40	43	NA	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	11	3995	NC	85	96	NC	445	409	NC	NA	10	NC	27	47	NC	73	42	NC	NA	1
White	45	302	35150	98	97	99	442	453	437	NA	2	5	33	25	35	67	67	56	NA	6	5
Students with Disabilities	14	52	10258	100	81	94	382	411	377	21	8	23	57	52	51	21	40	25	NA	NA	1
Students without Disabilities	43	326	69713	98	99	100	447	452	429	NA	3	5	30	25	39	70	66	52	NA	6	3
Limited English Proficient Students	NC	15	13985	NC	94	97	NC	366	382	NC	40	18	NC	47	54	NC	13	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	49	38994	NC	92	98	NC	426	409	NC	4	10	NC	41	47	NC	53	41	NC	2	1
Non-Economically Disadvantaged	53	329	40977	100	96	100	431	450	437	6	4	5	38	26	34	57	64	56	NA	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	389	80147	100	95	99	491	501	482	5	3	11	13	11	17	56	53	49	27	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	192	39281	100	97	99	488	506	483	3	3	9	14	9	17	62	49	50	21	39	24
Male	35	197	40780	100	93	98	493	497	482	6	4	12	11	12	17	51	57	48	31	27	24
African American	NC	11	4249	NC	100	99	NC	487	464	NC	NA	17	NC	9	22	NC	91	48	NC	NA	13
Hispanic	NC	41	33494	NC	89	99	NC	480	466	NC	12	15	NC	20	23	NC	51	49	NC	17	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	13	4117	NC	93	96	NC	485	456	NC	8	19	NC	15	27	NC	46	46	NC	31	8
White	54	318	36122	98	95	99	491	505	501	6	2	5	11	9	10	57	53	50	26	36	35
Students with Disabilities	15	50	10295	94	77	92	467	477	443	13	10	33	20	18	26	53	52	33	13	20	8
Students without Disabilities	49	339	69852	100	99	100	498	505	488	2	2	7	10	9	16	57	53	51	31	35	26
Limited English Proficient Students	NC	15	12722	NC	94	97	NC	441	441	NC	20	27	NC	33	33	NC	47	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	51	38371	NC	94	97	NC	489	465	NC	4	15	NC	14	23	NC	57	49	NC	25	13
Non-Economically Disadvantaged	58	338	41776	100	95	100	491	503	498	5	3	6	10	10	11	59	53	49	26	34	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	391	79686	100	96	98	494	491	470	2	3	11	13	13	24	69	71	57	17	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	192	39163	100	97	99	503	499	475	NA	2	9	10	9	22	69	74	60	21	15	10
Male	35	199	40438	100	94	97	486	483	465	3	4	13	14	16	25	69	68	54	14	13	7
African American	NC	11	4228	NC	100	98	NC	476	458	NC	NA	15	NC	18	28	NC	82	53	NC	NA	4
Hispanic	NC	41	33299	NC	89	98	NC	463	452	NC	17	17	NC	27	32	NC	49	47	NC	7	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	14	4087	NC	100	96	NC	473	446	NC	NA	16	NC	21	38	NC	71	44	NC	7	2
White	54	319	35914	98	96	98	494	496	489	2	1	5	13	10	15	67	73	67	19	16	14
Students with Disabilities	15	53	9808	94	82	87	477	472	432	7	6	35	7	21	32	73	58	30	13	15	3
Students without Disabilities	49	338	69878	100	98	100	498	494	475	NA	2	8	14	11	23	67	73	61	18	14	9
Limited English Proficient Students	NC	15	12594	NC	94	96	NC	420	422	NC	47	34	NC	27	45	NC	27	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	51	38095	NC	94	97	NC	476	452	NC	6	17	NC	22	32	NC	61	48	NC	12	3
Non-Economically Disadvantaged	58	340	41591	100	96	99	493	493	486	2	2	6	12	11	16	71	72	65	16	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	392	80372	100	96	99	500	501	475	NA	2	4	16	18	30	81	72	64	3	8	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	193	39452	100	98	99	511	517	488	NA	1	3	3	8	22	93	83	72	3	8	3
Male	35	199	40836	100	94	98	490	485	464	NA	4	6	26	27	37	71	62	56	3	8	1
African American	NC	11	4264	NC	100	99	NC	497	465	NC	NA	5	NC	27	35	NC	73	59	NC	NA	1
Hispanic	NC	42	33608	NC	91	99	NC	476	462	NC	7	6	NC	26	36	NC	62	57	NC	5	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	14	4128	NC	100	97	NC	504	464	NC	NA	4	NC	14	39	NC	79	56	NC	7	1
White	54	319	36213	98	96	99	499	505	489	NA	2	2	17	16	22	80	74	72	4	9	3
Students with Disabilities	15	53	10526	94	82	94	471	480	427	NA	NA	15	47	40	53	47	47	31	7	13	1
Students without Disabilities	49	339	69846	100	99	100	508	504	482	NA	2	3	6	14	26	92	76	69	2	7	2
Limited English Proficient Students	NC	15	12747	NC	94	97	NC	416	432	NC	20	12	NC	47	52	NC	33	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	51	38521	NC	94	98	NC	485	461	NC	4	6	NC	27	38	NC	61	55	NC	8	1
Non-Economically Disadvantaged	58	341	41851	100	96	100	499	503	489	NA	2	3	16	16	22	83	74	72	2	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	380	79306	100	98	99	520	529	504	7	4	13	13	12	20	56	53	49	25	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	185	38845	100	98	99	513	531	505	3	3	11	13	11	20	68	55	50	16	31	18
Male	30	195	40383	100	97	98	528	528	504	10	5	14	13	13	19	43	52	47	33	29	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	49	32673	NC	98	99	NC	496	487	NC	14	18	NC	24	25	NC	49	46	NC	12	10
Asian/Pacific Islander	NC	12	2147	NC	100	99	NC	543	539	NC	NA	5	NC	NA	10	NC	50	46	NC	50	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	47	307	36234	100	97	99	518	535	523	9	2	6	11	11	13	60	53	52	21	34	28
Students with Disabilities	14	57	10286	100	93	91	489	490	462	29	18	41	29	33	27	29	39	27	14	11	5
Students without Disabilities	47	323	69020	100	98	100	530	536	510	NA	2	9	9	9	18	64	56	52	28	34	21
Limited English Proficient Students	NC	11	10291	NC	100	96	NC	472	458	NC	27	38	NC	45	34	NC	18	26	NC	9	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	43	37437	NC	100	97	NC	512	486	NC	14	19	NC	19	26	NC	47	46	NC	21	9
Non-Economically Disadvantaged	54	337	41869	100	97	100	523	531	521	4	3	7	13	12	14	57	54	51	26	31	27

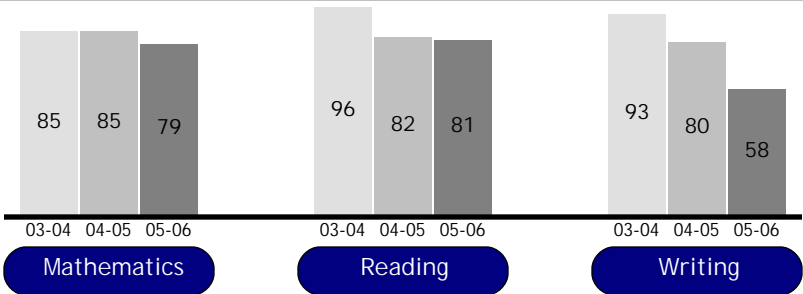
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	375	79000	98	96	98	514	514	489	8	3	10	8	10	24	70	71	58	13	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	185	38774	100	98	99	521	519	494	NA	2	7	10	9	22	77	68	61	13	21	10
Male	29	190	40150	97	95	98	507	508	485	17	5	12	7	11	25	62	75	55	14	10	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	47	32508	NC	94	98	NC	481	472	NC	9	15	NC	36	33	NC	49	49	NC	6	3
Asian/Pacific Islander	NC	12	2142	NC	100	99	NC	520	510	NC	NA	4	NC	8	14	NC	67	67	NC	25	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	46	304	36135	98	97	98	518	520	508	7	3	4	9	5	14	70	75	67	15	17	15
Students with Disabilities	13	52	9991	93	85	88	474	487	449	38	21	33	15	12	36	31	60	29	15	8	2
Students without Disabilities	47	323	69009	100	98	100	525	518	495	NA	1	6	6	10	22	81	73	62	13	17	10
Limited English Proficient Students	NC	11	10199	NC	100	95	NC	453	439	NC	18	35	NC	64	47	NC	18	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	41	37234	NC	95	97	NC	498	472	NC	10	15	NC	20	33	NC	63	50	NC	7	3
Non-Economically Disadvantaged	54	334	41766	100	97	99	518	516	505	7	3	5	7	9	16	70	72	65	15	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	379	79611	98	97	99	526	526	496	NA	2	7	22	24	37	78	72	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	185	39016	100	98	99	540	543	511	NA	1	4	6	16	29	94	79	66	NA	5	1
Male	29	194	40519	97	97	98	511	509	482	NA	4	10	38	32	44	62	64	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	47	32855	NC	94	99	NC	503	481	NC	6	10	NC	30	43	NC	62	47	NC	2	0
Asian/Pacific Islander	NC	12	2149	NC	100	100	NC	532	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	47	309	36380	100	98	99	525	530	511	NA	2	4	26	23	30	74	73	65	NA	3	1
Students with Disabilities	13	56	10664	93	92	94	479	488	440	NA	5	23	54	52	54	46	43	22	NA	NA	1
Students without Disabilities	47	323	68947	100	98	100	539	532	504	NA	2	4	13	19	34	87	76	61	NA	3	1
Limited English Proficient Students	NC	11	10362	NC	100	97	NC	437	438	NC	18	22	NC	45	57	NC	36	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	42	37626	NC	98	98	NC	503	479	NC	5	10	NC	38	45	NC	57	45	NC	NA	0
Non-Economically Disadvantaged	53	337	41985	98	97	100	529	529	511	NA	2	4	19	22	30	81	73	65	NA	3	1

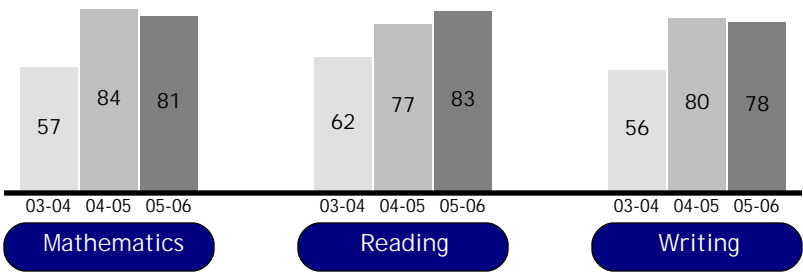
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	66	NA	58	100	57	59	47	100	63	65	46
	Language	96	66	68	50	100	68	63	47	100	72	67	48
	Mathematics	96	82	75	64	98	58	59	50	100	63	67	52
3	Reading	98	76	NA	55	100	58	56	44	100	56	67	46
	Language	98	74	69	61	100	55	53	44	100	56	61	46
	Mathematics	100	75	70	61	98	64	58	51	100	59	67	52
4	Reading	96	76	NA	56	98	64	58	48	100	68	67	52
	Language	98	70	66	52	98	65	58	49	100	73	68	52
	Mathematics	98	68	73	61	93	62	58	53	100	65	68	58
5	Reading	100	69	NA	55	100	65	64	50	100	79	75	56
	Language	100	63	64	49	100	61	64	50	98	72	70	54
	Mathematics	100	66	76	63	100	60	62	49	100	65	67	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Lincoln Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü General Questions/Concerns
- Ü School Policies/Procedures
- Ü School Safety Issues
- Ü Budget
- Ü Instructional Strategies
- Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	8.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	2	0	0
10 or more years	7	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Internet Accessibility

Extracurricular Activities

- Ü Sports/Activity Clubs
- Ü Computer Clubs
- Ü Homework Clubs
- Ü School Choir
- Ü Spanish Club
- Ü Title 1 Math before school

Social Services

- Ü Breakfast/Lunch Programs
- Ü Recreational Activities
- Ü DARE Program
- Ü Title 1 Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Continued emphasis of phonics, spelling, reading, writing, editing skills and basic mathematics. Completion of Teacher Performance Goals.

Ü Focus of library as center of learning and utilization of Accelerated Reader Program.

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	72	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain a safe, positive atmosphere for children. We have a Crisis Team and procedures to implement either lock-down or evacuation needs with havens at community buildings. We have good working relations with our local law enforcement officials.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Frank Lawhead	(928) 717-3249
Transportation Policy	James Cowin	(877) 717-3229
Community Resources	Miriam DeLevie	(928) 717-3249
School Nutrition Programs	Barbara VanFossin	(928) 717-3232
Parent Organization	Cindy Johnson	(928) 717-3249
Student Health/Nurse	Barbara Word	(928) 717-3249

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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